George Fentham Endowed School Year 4 Curriculum Overview

	Autumn Term	Spring term	Summer Term
Maths	**Units – Place Value, Addition and Subtraction, Area, Multiplication and Division A,**	**Units –Multiplication and Division B, Length and Perimeter, Fractions, Decimals A,**	**Units –Decimals B, Money, Time, Shape, Statistics, Position and Direction**
	Number - Place Value **Steps** • Represent/partition numbers to 1000 • Number line to 1000/10000 • Thousands • Represent/partition numbers to 10000 • Flexible partitioning of numbers to 10000 • Find 1. 10. 1000. 1000 more or less • Estimate on a number line to 10000 • Compare and order numbers to 10000 • Roman numerals • Round to the nearest 10, 100, 1000 **NC objectives** ▪ Read and write numbers up to 1,000 in numerals and words (Y3) ▪ Identify, represent and estimate numbers using different representations ▪ Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones) (Y3) ▪ Count in multiples of 6, 7, 9, 25 and 1,000 ▪ Find 1,000 more or less than a given number ▪ Order and compare numbers beyond 1,000 ▪ Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value	**Number – Multiplication and Division B** **Steps** • Factor pairs • Using factor pairs • Multiply by 10/100 • Divide by 10/100 • Related facts multiplication/division • Informal written methods – for multiplication • Multiply a 2-digit number by a 1-digit number • Multiply a 3-digit number by a 1-digit number • Divide a 2-digit number by a 1-digit number • Divide a 3-digit number by a 1-digit number • Correspondence problems • Efficient multiplication **NC objectives** • Recognise and use factor pairs and commutativity in mental calculations • Recall multiplication and division facts for multiplication tables up to 12 × 12 • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 (Y5) • Solve problems involving multiplying andadding, including using the distributive law to multiply 2-digit	**Decimals B** **Steps** • Make a whole with tenths • Make a whole with hundredths • Partition decimals • Flexibly partition decimals • Compare decimals • Order decimals • Round to the nearest whole number • Halves and quarters as decimals **NC objectives** • Recognise and write decimal equivalents of any number of tenths or hundredths • Solve simple measure and money problems involving fractions and decimals to 2 decimal places • Compare numbers with the same number of decimal places up to 2 decimal places • Round decimals with 1 decimal place to the nearest whole number • Recognise and write decimal equivalents to 1/ 4, 1/ 2 and 3/ 4 **Measurement – Money** **Steps** • Write money using decimals • Convert between pounds and pence • Compare amounts of money • Estimate with money • Calculate with money • Solve problems with money **NC objectives** • Estimate, compare and calculate different measures, including money in pounds and

	▪ Round any number to the nearest 10, 100 or 1,000 **Number - Addition and Subtraction** **Steps** • Add and subtract 1s, 10s, 100s and 1000s • Add up to two 4 digit numbers-no exchange • Add/subtract two 4 digit numbers – 1 exchange • Add/subtract two 4 digit numbers – more than one exchange • Efficient subtraction • Estimate answers • Checking strategies **NC objectives** ▪ Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate ▪ Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why ▪ Estimate and use inverse operations to check answers to a calculation **Measurement - Area** **Steps** • What is area • Count squares • Make shapes • Compare areas **NC objectives** ▪ Find the area of rectilinear shapes by counting squares **Number - Multiplication and Division A** **Steps** • Multiples of 3 • Multiply and divide by 6, 7 and 9 • 6, 7 and 9 times tables and division facts • The 3, 6 and 9 times tables	numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects • Multiply 2-digit and 3-digit numbers bya 1-digit number using formal written layout • Use place value, known and derived facts to multiply and divide mentally,including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers **Measurement – Length and PerimeterSteps** • Measure in kms and ms • Equivalent lengths (kms and ms) • Perimeter on a grid • Perimeter of a rectangke • Perimeter of rectilinear shapes • Find missing lengths in rectilinearshapes • Calculate perimeter of rectilinearshapes • Perimeter of regular polygons/polygons **NC objectives** • Convert between different units of measure [for example, kilometre to metre; hour to minute] • Measure and calculate the perimeterof a rectilinear figure (including squares) in centimetres and metres **Number –Fractions** **Steps** • Understand the whole • Count beyond 1 • Partition a mixed number • Number lines with mixed numbers • Compare and order mixed numbers	pence **Measurement - Time** **Steps** • Years, months, weeks and days • Hours, minutes and seconds • Convert between analogue and digital times • Convert to/from the 24 hr clock **NC objectives** • Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days • Read, write and convert time between analogue and digital 12- and 24-hour clocks **Geometry – Shape** **Steps** • Understand angles as turns • Identify angles • Compare and order angles • Triangles • Quadrilaterals • Polygons • Lines of symmetry • Complete a symmetric figure **NC objectives** • Recognise angles as a property of shape or a description of a turn (Y3) • Identify acute and obtuse angles and compare and order angles up to two right angles by size • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • Identify lines of symmetry in 2-D shapes presented in different orientations • Complete a simple symmetric figure with respect to a specific line of symmetry **Statistics** **Steps** • **Interpret charts** • **Comparison, sum and difference** • **Interpret/draw line graphs** **NC objectives**

	• 11, 12 times tables and division facts • Multiply by 1 and 0 • Divide a number by 1 and itself • Multiply 3 numbers **NC objectives** ▪ Recall multiplication and division facts for multiplication tables up to 12 × 12 ▪ Recognise and use factor pairs and commutativity in mental calculations ▪ Count in multiples of 6, 7, 9, 25 and 1,000 Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividingby 1; multiplying together three numbers	• Understand improper fractions • Convert mixed numbers to improper fractions/ improper fractions to mixednumbers • Equivalent fractions on a number line • Equivalent fraction families • Add 2 or more fractions • Add fractions and mixed numbers • Subtract 2 fractions • Subtract from whole amounts/mixednumbers **NC objectives** • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators (Y3) • Recognise and show, using diagrams,families of common equivalent fractions • Add and subtract fractions with thesame denominator **Number – Decimals** **Steps** • Tenths as fractions/decimals • Tenths on a place value chart/numberline • Divide a 1-digit number by 10 • Divide a 2-digit number by 10 • Hundredths as fractions/decimals • Hundredths on a place value chart • Divide a 1 or 2- digit number by 100 **NC objectives** • Count up and down in tenths; recognisethat tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10 (Y3) • Recognise and write decimal equivalents of any number of tenths	• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs **Geometry – Position and Direction** **Steps** • Describe position using co-ordinates • Plot co-ordinates • Draw 2D shapes on a grid • Translate on a grid • Describe translation on a grid **NC objectives** • Describe positions on a 2-D grid as coordinates in the first quadrant • Plot specified points and draw sides to complete a given polygon • Describe movements between positions as translations of a given unit to the left/right and up/down

		or hundredths • Compare numbers with the same number of decimal places up to 2 decimal places • Find the effect of dividing a 1- or 2-digit number by 10 and 100, identifyingthe value of the digits in the answer asones, tenths and hundredths • Count up and down in hundredths; recognise that hundredths arise whendividing an object by 100 and dividingtenths by 10 • Recognise and show, using diagrams,families of common equivalent fractions • Find the effect of dividing a 1- or 2-digit number by 10 and 100, identifyingthe value of the digits in the answer as ones, tenths and hundredths	

English	Charlie Small's Adventures Action-Adventure story following a boy's diary entries as he explores the jungle. Focus: Reading Skills		The Boy who Fooled the World by Lisa Thompson Mystery novel about a boy who is hailed as an artistic genius and how one lie can ruin everything. Focus: Reading Skills	Poetry by Edward Lear, Lewis Carroll and T S Eliot. Nonsense and narrative poems Focus: Reading skills	Madame Pamplemousse by Rupert Kingfisher Fantasy novel set in Paris with a mysterious food shop and its intriguing owner, Madame Pamplemousse Focus: Reading Skills
	Bottersnikes and Gumbles by S A Wakefield Light-hearted action-adventure stories featuring some unique characters Focus: Multi-genrewriting skills	Roman Myths A Selection of myths linked to our history topic of 'The Romans' Focus: Multi-genre writing skills	The Great Kapok Tree by Lynne Cherry A modern fable and dilemma text that encourages children to think about their responsibilities in the global environment, linking to our science and history topics. Focus: Multi-genre writing skills	Non-fiction unit: explanation texts An exploration of exploration text conventions linked to our DT topic of 'Chocolate'.	Raven Boy by Pippa Goodhart A historical fiction text focusing on the thoughts, feelings and exploits of an orphaned boy living in London at the time of the plague and the Great Fire of London. Focus: Multi-gentre writing skills

Reading skills: Focusing on the key skills of word meaning, retrieve and record, inference, predicting summarising, making comparisons and evaluating the author's use of words and phrases.

Writing Skills: Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and to plan by discussing and recording ideas. Composing and rehearsing sentences orally (including dialogue) building a varied and rich vocabulary. Organising paragraphs around a theme and, in narratives, creating settings, characters and plot. To begin to proofread and edit their work.

Grammar: Including choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition, using fronted adverbials, using commas after fronted adverbials, indicating possession by using the possessive apostrophe with plural nouns and using direct speech. Be able to use age-appropriate grammatical terminology accurately

Spelling: Including using further prefixes and suffixes and spelling further homophones, spelling words from the Year 3&4 statutory spelling list and placing the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals

Handwriting: Increase the legibility, consistency and quality of handwriting.

Science	**Circuits and Conductors:** • Investigate electrical circuits and their components. • Investigate conductors and insulators. • Create electrical circuits controlled by a switch	**States of Matter:** • Understand properties of solids, liquids and gases. • Investigate change of state when materials are heated or cooled. • Explore evaporation and condensation and the water cycle	**Living in Environments:** • Explore habitats and their animal suitability. • Classify animals and plants according to characteristics • Explore human impact on habitats and environments	**Eating and Digestion:** • Construct and interpret food chains • Explore teeth and their functions • Investigate how the digestive system works.	**Changing Sound:** • Explore how sound is made. • Investigate whether sounds can travel through different materials. • Explore the relationship between distance and volume. • Investigate how pitch can be altered	**Scientist focus:** • Research the life and work of a modern day scientist. • Present research (linked to. ICT – Writing for different audiences)
RE	**What impact does faith have on how we grow up?** • The significance of names.	**How can we fulfil our duty to love one another?** • How those close to us can offer us comfort and protection.	**What impact does the sacred Arabic word of the Qu'ran have upon the followers of Islam?** • The importance of calligraphy to	**What does Christian love require of believers and what might this reveal about God's love?** • The Parable of The Lost Sheep	**How does Jesus' message influence the world?** • The idea of Jesus "Turning the world upside-down."	**How can water be seen as a symbol of change?** • John the Baptist. • The consequences of a promise. • The Baptism ceremony.

	• The milestones of growing up in faith. • The importance of First Holy Communion and the significance of the Rosary. • The significance of Bar Mitzvah and Bat Mitzvah to Jews. • The Hindu naming ceremony. • The story of Raksha Bandhan.	• The role rules and commandments play in our lives. • The importance of Jesus' commandment to "Love One Another." • The parable of The Good Samaritan. • The life and work of William Booth. • Homelessness	followers of Islam. • Ideas about Heaven. • Reflecting on times when they have been very happy and unhappy. • The story of Muhammad. • The Qur'an: what it teaches Muslims and how it is an essential part of Muslim life. • The Five Pillars of Islam.	• Unconditional love or Agape. • The story of Zacchaeus. • Exploring issues raised by their learning about Christian Love.	• The Ichthus and the nature of persecution. • The life of Father Damien. • The Christian festival of Pentecost.	• What Baptism means to Christians. • The symbolism of water in a church.
Art	**Celtic art and Roman mosaics:** • Drawing and collage • Digital art Children will have the opportunity to research and explore different types of Roman mosaics. They will explore colour, shape and pattern through drawing, painting and the use of digital media. Children will use a range of materials to create their own mosaics.		**Journeys in Art:** • Drawing and painting • Digital Art **Study of Artists:** • Clarice Cliff, Turner, Verrocchio Children will be exploring the theme of journeys in art and looking at artists such as Clarice Cliff, J.M.W Turner and Verrocchio. They will study their very different styles and look at how they depict this theme in their work. The children will create 3 different final pieces inspired by each artist and will be focus on the elements of line, tone and colour through the techniques of drawing and painting.		**Buildings - Real & Imagined:** • Drawing, painting and collage **Study of Artist:** • Hundterwasser Children will learn all about the artist Hundertwasser and the typical features of his work. They will explore the elements of colour, shape and space. They will look at how he uses the concept of creating space in his work through the use of foreground and background. The children will create a final piece inspired by his work.	
Computing	**Effective Search:** • Develop skills and knowledge to effectively	**Hardware Investigators** • Understand the function of different parts of a computer.	**Logo:** • Learn commands and constructs of 2Logo.	**Animation:** • Develop knowledge and skills to create increasingly complex	**Online Safety:** • Further developing knowledge of online safety including: phishing,	**Coding:** • Building up vocabulary of coding words. • Work with variables	**Writing for different audiences:** • Learn that technology can be used to organise,	**Spreadsheets:** • Using formula wizards • Formatting cells.

	search internet search engines. • Explore reliability ofcontent.		• Compose algorithms and draw mathematical structures.	animations using 2Animate	malware, plagiarism and healthy screen time.	and if statements • Debugging	reorganise, develop and explore ideas	• Using timersand spin buttons • Graphs • Creating a budgeting spreadsheet
D&T	**Light it up:** • Electrical systems/control • Purpose: To make a card with a light upfeature.		**Chocolate:** • Food and nutrition Purpose: To make a chocolate lollypop. Including learning about the Cadbury family and how chocolate is produced and made.			**Moving Pictures:** • Mechanisms – levers and linkages • Purpose: To make a storyboard with movingparts.		
French	**All Around Town** • Name some of the major cities of France. • Identify and say typical amenities to be found • in French towns. • Say and order multiples of ten. • Ask and give a simple address in French. • Locate the correct part of a bilingual dictionaryto translate from French-English or vice versa.		**On The Move** • Name some types of transport. • Use Je… and Tu… correctly in a simple sentence. • Respond to simple instructions for direction and movement. • Follow simple directions to find a place on a map.			**Going Shopping** • Listen and respond totopic vocabulary. • Answer questionsusing the topic vocabulary. • Take part in role playas a shopper/ shopkeeper, speakingin French. • Greet and respond.		**What's the Time?** • Say and write a sentence to tell thetime (o'clock). • Count in fives to atleast 30. • Understand and use theterms avant and Après. • Answer questions abouta TV schedule.
Geography	***Geography linked to history unit on Romans in Britain:*** • *Understand the extent of the RomanEmpire* • *Discuss how Europe and Africa havechanged.*		***Geography linked to history unit on the Mayan Civilization:*** • Locate North and South America using maps, atlases, globes and digital resources. • Map work locating Mexico and Central America using atlases • Identify cities, the Mayans built • Complete Ancient Maya on the map			**The Globe:** • Use of world maps,atlases, globes, digital/computer mapping to locate countries. • Lines of latitude and longitude, equator, northernand southern hemispheres.		**Mountains, earthquakes and volcanoes:** • Description and understanding of physical geography including mountains, volcanoes and earthquakes.
History	**Romans in Britain:** • The Roman empire and the impact on Britain (55BC to 400AD). • To understand where the Roman Empire started		**The Mayan Civilization:** • Study of a 'Non-European Society'			***History linked to geography unit:*** • *Explore historical events such as the conquestof Everest, the eruption of Vesuvius*		

	and how the Roman Empire spread • To know why the Romans came to Britain and what Britain was like before they arrived • To know who Boudicca was • To know how to use historical sources • To understand viewpoints in history	• Connecting and contrasting between different civilisations (Make links to prior learning of the Egyptian Civilisation in Year 3) • Establishing Narratives about the Ancient Mayan Civilisation • Ask and answer questions about cause, change, significance, difference and similarities • Understanding how knowledge of the past is constructed • Developing knowledge of the Mayan Civilisation and what life was like as a Mayan • To understand what everyday life was like for different people in the Mayan society • To understand the writing and number systems for the Mayans • for the Mayans	

Music (Whole class strings teaching)	**Creating Sounds and Making Music: Focus Music/ Composers/Artists:** Jig (Irish traditional), Circle Madness (12 bar blues), Manhattan Blues (Blues with call + response and/or improvisation).	**Pulse and Rhythm Focus Music/ Composers/Artists:** Manhattan Blues (Blues), I'm a Believer (Pop), Toss the feathers (Irish traditional).	**Sound and Symbol Focus Music/ Composers/Artists:** Toss the Feathers, Chariots of Fire,This is Me, Barrier Reef, Sailing Home, Blue Blazes	**Play and Perform Focus Music/ Composers/Artists:** Toss the Feathers, Chariots of Fire, This is Me, Barrier Reef, Sailing Home, Blue Blazes, Walk on Mars, Pachelbel's Canon, Too Much Rosin, Under the Coconut Tree.	**Performance Skills Focus Music/ Composers/Artists:** Toss the Feathers, Chariots of Fire, This is Me, Barrier Reef, Sailing Home, Blue Blazes, Walk on Mars, Pachelbel's Canon, Too Much Rosin, Under the Coconut Tree.	**Creative Sounds Focus Music/ Composers/Artists:** Reach (S Club 7), Dance With Me Tonight (Olly Murs), Hot Cross Buns (F#).
PE	**Dance – The Serpent: Focus**: Interpretation of a theme. New moves -the meander, the hood & the wrap	**Cheerleading: Focus**: Changing formation, Unison & Canon, Starting cheer. **Competition:** Class/group spirit scoring & SSP Festival	**Gymnastics: Focus**: Sequencing, changes in height, speed & direction - cart wheels	**Gymnastics: Focus**: Core balances & taking weight on a variety of body part, shoulder stands	**Cricket (Chance 2 Shine Led): Focus**: Long barrier fielding, striking the ball & underarm bowling. Basic rules. **Competition:** Team games with results & spirit scoring, WCB Chance 2 Shine Team Tournament	
	Football: Focus: Dribbling, passing for distance & defending	**Dodgeball: Focus**: Introduce core dodgeball skills of throwing, catching, dodging & Blocking. Counter attack	**Netball: Focus**: Chest pass, bounce pass and shoulder pass.	**Outdoor and Adventurous Activities: Focus**: Problem solving & using maps.	**Tennis: Focus**: Backhand hitting, return the serve, & doubles	**Athletics: Focus**: Relay, discus & long jump. **Competition:** Spirit scoring, PB & Sports Day
	The School Games Values of **honesty, determination, teamwork, self-belief, passion and respect** underpin our curriculum offering. Within each unit of work the children will develop their understanding of a key value and use the values to participate in positive competitive experiences against themselves or others.					
PSHE (Jigsaw)	**Being Me in My World:** • Being part of a class team • Being a school citizen • Rights, responsibilities and democracy	**Celebrating Difference:** • Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences	**Dreams and Goals:** • Hopes and dreams • Overcoming disappointment • Creating new, realistic dreams • Achieving goals • Working in a group	**Healthy Me:** • Healthier friendships • Group dynamics • Smoking • Alcohol • Assertiveness • Peer pressure • Celebrating inner strength	**Relationships:** • Jealousy • Love and loss • Memories of loved ones • Getting on and Falling Out • Girlfriends and boyfriends	**Changes:** • Being unique • Having a baby • Puberty • Confidence in change • Accepting change • Preparing for transition • Environmental change

	• Rewards and consequences • Group decision-making • Having a voice • What motivates behaviour?	• Understanding bullying • Problem-solving • Identifying how special and unique everyone is • First impressions	• Celebrating contributions • Resilience • Positive attitudes		• Showing appreciation to people and animals	
Curriculum Enrichment	• Music Wider Options - Strings • Cheerleading Competition (PE) • Roman Soldier Visit (History) • After school Sports Club (Autumn 2)		• Music Wider Options - Strings • Visit to Cadbury World (DT)		• Music Wider Options - Strings • Cricket Tournament (PE) • Church Visit (RE) • After school Sports Club (Summer 1)	
Whole School Events	• School Induction Programme • Anti-Bullying Week • Book Fair • Parent Consultations & SEND Reviews • Harvest Festival • Remembrance Day/Poppy Appeal • Christmas Church Service • Christmas Carol Service • Christmas Chronicle Competition • School Council Elections • Online Safety Group Elections • Eco-Group Elections		• Online Safety Day • Health Week • British Science Week • Easter Church Service • Parent Consultations & SEND Reviews • World Book Day • Red Nose Day • Speak Out, Stay Safe (NSPCC) • Easter Church Service • Marie Curie Daffodil Appeal		• Sports Day • Open Evening • Y6 Church Leavers' Service and Diocesan Leavers' Service • Summer Reading Challenge • Transition	